



Cover Page

**2011-2012 Title I School Improvement Plan
And
School Improvement Progress Report for 2010-2011**
As required by NH RSA 193-H and Federal Law 107-110 for Schools in Need of Improvement

SAU#:37

District Name:Manchester

School Name:Wilson School

Year 5 of Improvement for Mathematics

Year 6 of Improvement for Readingg

Address:401 Wilson Street

City: Manchester

Zip: 03103

Principal: Linda Durand

Tel: 603-624-6350

Fax: 603-624-6395

E-mail:
ldurand@mansd.org

Contact person if different from Principal:

Name:

Title:

Address:

City:

Zip:

Tel:

Fax:

E-mail:

**2011-2012 School Improvement Plan
Title I Memorandum of Understanding**

The Superintendent of Wilson School assures the Commissioner of Education that:

- the identified school or identified district will spend not less than 10 percent of their Title I allocation for each year they are in school improvement status for the purpose of providing to the identified school's or identified district's teachers and principal(s) high-quality professional development that
 - directly addresses the academic achievement problem that caused the school or district to be identified for school improvement;
 - helps teachers and paraprofessionals meet the high-quality standards defined in section 1119 of Title I; and
 - is provided in a manner that affords staff with an increased opportunity for participating in that professional development;
- the identified school or identified district will establish annual, measurable objectives for continuous and substantial progress by each group of students enrolled;
- the identified school or identified district will incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year;
- the identified school or district will adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students in the school or district will meet the State's proficiency levels of achievement on the State's academic assessment;
- all parents receive a notification letter explaining the school's AYP status for the 2011-2012 school year; (Provide copy with this document.)
- all parents, (if applicable) receive early notification of public school choice options to transfer their child to another school as far in advance as possible but no later than 14 days before the start of the school year; (Provide copy with this document.)
- the district will post, in a timely manner, on their website the following current information:
 - A list of available schools to which students eligible for public school choice may transfer for the current school year; and
 - The number of students who participated in school choice beginning with data from 2007-2008 school year and for each subsequent year.
- the LEA will provide technical assistance to the identified school in meeting the goals and objectives described in the school improvement plan.

SINI Year 2 or more

☒ Yes ☐ No

Supplemental Education Services (SES) will be provided for 2011-2012 school year

- the district will notify parents of eligible children that Supplemental Educational Services (SES) will be provided for 2011-2012 school year. (Provide copy with this document.)
- the district will post in a timely manner on their website current information regarding SES:
 - The number of students who were eligible for and who participated in SES beginning with data from the 2007-2008 school year and for each subsequent school year; and
 - A list of SES providers approved to serve the district, as well as the locations where services are provided for the current school year.

SINI Year 3 Corrective Action

☒ Yes ☐ No

Wilson School will implement at least one of the following corrective actions as part of their corrective action plan for the 2011-2012 school year: *(check all that apply)*

- ☐ replaced the school staff who are relevant to the failure to make AYP;
- ☒ instituted and fully implemented a new curriculum, including providing appropriated professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP;
- ☐ significantly decreased management authority at the school level;
- ☐ appointed an outside expert to advise the school on its progress toward making AYP;
- ☐ extended the school year or school day for the school;
- ☒ restructured the internal organizational structure of the school.

In addition, the Superintendent assures that the LEA will:

- publish and disseminate information regarding the corrective action the LEA takes at a school –
 - to the public and to the parents of each student enrolled in the school;
 - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
 - through such means as the Internet, the media, and public agencies.

SINI Year 4 or more Restructuring

☒ Yes ☐ No

Wilson School will implement the restructuring plan which includes at least one of the following options for the school during the 2011-2012 school year: *(check all that apply)*

- ☐ reopen the school as a public charter school;
- ☐ replace all or most of school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- ☐ enter into a contract with outside entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school;
- ☐ turn the operation over to the state, if permitted by state law and agreed to by the state;
- ☒ implement any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the state plan and is consistent with the NCLB guidance for restructuring.

In addition, the Superintendent assures that the LEA will:

- assume responsibility for the preparation of a plan for restructuring the school;
- notify both parents/guardians and teachers that the school has been identified as a school in restructuring;
- continue to provide parents/guardians and teachers with the opportunity to comment on the school's status before taking any restructuring action;
- continue to invite parents/guardians and teachers to participate in the development of the school's alternative governance plan;
- publish and disseminate information regarding the restructuring actions the LEA takes at a school –
 - to the public, teachers and to the parents of each student enrolled in the school;
 - in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
 - through such means as the Internet, the media, and public agencies.
- submit the School Improvement /Corrective Action/Restructuring Plan to the NHDOE prior to the start of the next school year.

Thomas Brennan
Superintendent of Schools

18 Jul 11
Date

2010-2011 Progress Report Evidence of Progress: Plan Implementation

Instructions: *Provide a status report on the strategies and activities implemented during 2010-2011 to help meet the school's improvement goals. Complete one form for each school improvement goal. Duplicate this page as needed.*

AYP Area(s) of Focus – 2010-2011 School Year

List the school's AYP status during the 2010-2011 school year (i.e. Year 2 Reading, Year 3 Mathematics): Wilson Elementary School's AYP status in the 2010 -2011 school year was Year 4 Math and Year 5 Reading.

List any subgroup(s), if applicable, for which the school did not make AYP: Wilson School did not make AYP in the following subgroups: Whole School, Hispanic/Latino, Black or African American (only in Reading), White, Economically Disadvantaged, Educational Disability, Non- or Limited-English Proficient.



Improvement Goal for 2010-2011

State the improvement goal:

To reorganize Wilson School's governance structure by building leadership capacity and enhancing communication to improve student academic achievement and enable the school to make adequate yearly progress.



Implementation of Approved Strategies/Activities

List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:

- *The Leadership Team will develop and implement a procedure on how teams prepare agendas, take notes, and distribute information.
- *A Data Team will be re-established and will meet monthly to update Wilson data to inform professional development at the school level.
- *Leadership Team will design a model that defines roles and creates shared responsibility for overseeing and participating in all school teams.

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☒ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

Improvement Goal for 2010-2011

State the improvement goal:

Teachers will make informed decisions about student learning based on multiple sources of data (state, district, school, and classroom) to appropriately differentiate instruction.



Implementation of Approved Strategies/Activities

List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:

- *Leadership Team will design a daily instructional schedule to include an Intervention / Enrichment Block to meet the needs of all learners.**
- *Collaborative decision making based on bi-weekly assessment data will inform student placement in the Intervention / Enrichment Block.**
- *Provided professional development on analyzing data (including running records) and setting targets for instruction and intervention.**

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☐ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☒ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

Improvement Goal for 2010-2011

State the improvement goal:

To continue to professionally develop teachers in the America's Choice School Design and to integrate the best practices of teaching into other academic areas.



Implementation of Approved Strategies/Activities

List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:

***Building capacity of the America's Choice School Design model by having one teacher at every grade level trained by the America's Choice consultant.**

***On-going professional development for implementation specialists trained by the America's Choice consultant.**

***Implementation Specialists role will be expanded by developing a schedule to coach all primary and intermediate teachers.**

***Professional Development activities based on best practices within the America's Choice School Design will be expanded to other academic areas.**

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☐ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☒ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☐ Beginning stages of implementation
- ☐ No strategies or activities implemented

Improvement Goal for 2010-2011

State the improvement goal:

The home – school connection will increase between families and school through professional development of teachers and parents.



Implementation of Approved Strategies/Activities

List the strategies/activities implemented during the 2010-2011 school year to accomplish this goal:

- * Activities for parents provided by Wilson School will focus on academic expectations and strategies for supporting student learning.**
- * A Parent Handbook will be designed to communicate home-school policies.**
- * A committee will be established to monitor and plan activities to promote home-school connections including Parent nights and the Parent Handbook.**

Select one descriptor that best describes the status of the strategies at the end of 2010-2011:

- ☐ Completed as planned and as described in the approved school improvement plan
- ☐ Completed as planned, with changes/refinements to certain strategies and activities
- ☐ Progressing as planned, with no changes to strategies and activities
- ☐ Progressing, with changes/refinements to certain strategies and activities
- ☒ Beginning stages of implementation
- ☐ No strategies or activities implemented

**2010-2011 Progress Report
Evidence of Progress: Improved Student Achievement**

Instructions: *Respond to the following reflective questions:*

- What accomplishments can be documented during the 2010-2011 school year that resulted in improved outcomes for students scoring below proficient in the areas for which the school is identified for improvement?

During the 2010-2011 school year, an Intervention / Enrichment Block was implemented in grades 1 – 5. Each grade utilized 45 minutes per day to break the grade level students into small groups for more focused instruction. Ten or more teachers assigned to each grade level worked with small groups focused on math concepts and skills, reading strategies and guided reading or science exploration.

Wilson School's two Literacy Coaches continued to participate in America's Choice training with Jenn Weiss, the District consultant for America's Choice School Design. In turn, coaches were responsible to share their training back at Wilson School through our Professional Learning Community (PLC) work. One teacher at each grade level also participated in district sponsored America's Choice training. All America's Choice training focused on literacy instruction.

Professional Learning Community (PLC) work was primarily focused on Readers and Writers workshop. Whole School results in the following Assessments showed growth:

- Our district wide local assessment of the third trimester Running Records show improvement Whole School from 55% to 60% proficient.
- Schlagal results show improvement Whole School from 59% to 63% proficient.
- Gates results show improvement Whole School from 59% to 63% proficient.
 - Gates Comprehension increased Whole School from 43% to 49% proficient.
 - Gates Vocabulary in Grades 3, 4 and 5 increased from 42% to 51% proficient.
 - Gates Decoding in Grades 1 and 2 increased from 46% to 49% proficient.
 - Gates Word Knowledge in Grade 2 increased from 51% to 54% proficient.

- Overall, where there is greatest evidence of improvement, what factors were most influential in generating change?

One factor that contributes to the successful changes going on at Wilson is the organization and the guiding role of the Leadership Team. The Leadership Team (LT) met once a week throughout the year to monitor the implementation of the SINI/Restructuring Plan. The members of the LT are the instructional leaders in the building, maintaining a focus on the implementation of America's Choice.

Wilson School prioritized Reading in our building through "The Million Word Challenge." Students were encouraged to read at school and at home everyday, logging how many books they read in an attempt to read 1,000,000 words. Students set goals and were recognized in a school-wide event every month for meeting their reading goal. The Challenge culminated in a school-wide celebration which recognized all students in Kindergarten through Fifth grade who reached their goal.

In response to our district's mandate to address Rtl, our Intervention / Enrichment Block had a positive impact on individual student growth. Our Enrichment Block mandated time in our schedule to address specific skills and concepts areas where students were struggling. Many individual students showed positive, personal growth throughout the year.

Rounding out our school's approach to Rtl, Wilson reorganized our Student Study Team to include a more cohesive process for identifying struggling students, as well as strategies to address individual student needs. Our team consists of representation from the following people:

- Administration
- Special Education
- Title 1
- Teacher representation
- Literacy coach
- Guidance
- Social Worker

- Where improvement is less evident, what factors have impeded the desired change?

Over the past two years, all of our instructional improvement efforts have been focused on Reading and Writing with support from America's Choice School Design Model. Unfortunately, our math scores have declined. Due to the Intervention / Enrichment Block schedule, many teachers shaved off time from math workshop to compensate for the Enrichment Block time. While we made a concerted effort to maintain a school-wide focus on Literacy, we neglected to keep a focus on mathematics. This past year was only our third year using Everyday Math, and we currently have some teachers who have not been trained in the program.

- What is the school's AYP status for 2011-2012 (i.e Year 3 Reading, Year 3 Mathematics). Based on the outcomes described above, and the school's new AYP status, what refinements* to the SINI plan are proposed?

Wilson Elementary School's AYP status for 2011-2012 is Year 5 Math and Year 6 Reading.

Based on the outcomes described above, and our status as a Year 5 Math and Year 6 Reading School in Need of Improvement, the following refinements will be made to our SINI plan:

1. Our Intervention / Enrichment Block will be altered to be a "push-in" model rather than a "pull-out" model. Teachers and specialists will push into Reader's Workshop, Writer's Workshop and/or Math Workshop to work with small groups or individual students on specific skills and concepts.
2. The Data Team will help grade level teams develop "Class Data Binders." The Data Binders will be used to collect local assessment data on a regular basis. Teachers

will utilize the data at PLC's to inform instruction and guide professional development decisions. Data Binders will also be utilized to guide instruction during Intervention / Enrichment Block. Data Binders will be used to collect data in both reading and math.

3. PLC's will re-incorporate professional development in mathematics. Strategies from America's Choice School Design will utilized in Math Workshop.
4. Teachers that have not been trained in Everyday Math will receive training from the District Math Implementation Specialist and/or Wilson's Title 1 Supervisor.

Note: If the school is identified for a new subject area for 2011-12, list the area(s) and proposed revisions to the plan as a result of the new designation.

Note: If the school's AYP status for 2011-12 now includes selecting a corrective action, respond to this question by completing the *Memorandum of Understanding for Schools in Corrective Action*, as well as the *Implementation Narrative*.

2011-2012 School Year Strategies and Implementation Plan

Instructions: Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed.

Priority Area/Goal #1: (to reduce identified achievement gaps)	Teachers will make informed decisions about student learning based on multiple sources of data (state, district, school, and classroom) to appropriately differentiate instruction.				
Strategies:	Embedded, sustained professional development in the implementation of Reader's, Writer's and Math Workshop. Embedded, sustained professional development in utilizing student data to inform instruction in Reader's, Writer's and Math Workshop.				
Objectives:	<p><i>What changes in the district practices are expected as a result of this strategy?</i></p> <p>Objective: The delivery of curriculum, assessment and instruction will be consistent district wide, increasing the number of students reaching proficiency.</p> <p><i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i></p> <p>Objective: A reduction in achievement gaps as determined by assessment data and program evaluation tools.</p>				
Proposed Activities for 2011-2012 Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.	Resources What existing and/or new resources will be used to accomplish the activity?	Timeline When will the activity begin/end?	Oversight Who will take primary responsibility/ leadership? Who else needs to be involved?	Monitoring (Implementation) What evidence will be collected to document implementation? How often? By whom?	Monitoring (Effectiveness) What evidence will be collected to assess effectiveness? How often? By whom?
Leadership Team will re-design a daily instructional schedule to include a push-in Intervention / Enrichment Block to meet the needs of all learners.	Existing	9/2011 – 6/2012	Title 1 Supervisor, Principal, Assistant Principal, Teachers, Special Education Teachers	A revised daily instructional schedule will be disseminated to all staff. Administration will conduct "walk through's" to ensure participation.	Class Data Binders will be utilized to collect data on every student in all grades. Students will be monitored using local, district and state assessments.

Data Team and coaches will provide professional development on analyzing data (including running records) and setting targets for instruction and intervention.	Existing	9/2011 – 6/2012	Title 1 Supervisor, Literacy Coaches, Principal, Assistant Principal,	PLC notes, professional development days	PLC exit slips, reflections after professional development days

2011-2012 School Year Strategies and Implementation Plan

Instructions: Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed.

Priority Area/Goal #2: (to reduce identified achievement gaps)	To professionally develop teachers in the America's Choice School Design and to integrate the best practices of teaching into other academic areas.				
Strategies:	Embedded, sustained professional development in the implementation of Reader's, Writer's and Math Workshop.				
Objectives:	<i>What changes in the district practices are expected as a result of this strategy?</i>				
	Objective: The delivery of curriculum, assessment and instruction will be consistent district wide, increasing the number of students reaching proficiency.				
	<i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i>				
Proposed Activities for 2011-2012 <i>Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will the activity begin/end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often? By whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often? By whom?</i>
On-going professional development for coaches trained by the district Literacy Implementation Specialist.	Existing	9/2011 – 6/2012	District Literacy Implementation Specialist, Literacy Coaches, Principal	Training dates, agendas and notes	Coaches reflections, District Implementation Specialist reflections, local assessments
Professional Development activities, including PLC's, based on best practices within the America's Choice School Design will be expanded to math.	Existing	9/2011 – 6/2012	Title 1 Supervisor, Coaches, Principal, Assistant Principal, Teachers	Focus Walks, PLC's	Teacher reflections, Coaches reflections, local assessments

Teachers that have not been trained in Everyday Math will receive training.	Existing	9/2011 – 6/2012	District Implementation Math Specialist, Title 1 Supervisor	Training dates, agendas and notes	District Implementation Specialist reflections, Teacher reflections, local assessments
Grade level teachers will utilize “Class Data Binders” to collect and analyze local assessment data.	Existing	9/2011 – 6/2012	Title 1 Supervisor, Principal, Assistant Principal, Teachers	Class Data Binders, PLC notes	Students will be monitored using local, district and state assessments.

2011-2012 School Year Strategies and Implementation Plan

Instructions: Use the format below to describe the action plan for 2011-2012. Provide sufficient detail regarding how the proposed activities are designed to achieve the anticipated changes/outcomes in professional practice and student learning, especially to improve outcomes for students who are working below proficiency in the area(s) for which the district is identified. Duplicate this page as needed.

Priority Area/Goal #3: (to reduce identified achievement gaps)	The home – school connection will increase between families and school.				
Strategies:	Provide workshops for parents on grade level, academic expectations and strategies for supporting student learning.				
Objectives:	<p><i>What changes in the district practices are expected as a result of this strategy?</i></p> <p>Objective: The delivery of curriculum and instruction will be consistent school wide and involve parents in the educational process.</p> <p><i>What changes in student learning are expected as a result of this strategy? How will it help improve achievement for students who are not yet proficient?</i></p> <p>Objective: A reduction in achievement gaps as determined by assessment data and program evaluation tools.</p>				
Proposed Activities for 2011-2012 Describe the activities to be implemented to achieve the desired outcomes in school practices and student learning. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.	Resources What existing and/or new resources will be used to accomplish the activity?	Timeline When will the activity begin/end?	Oversight Who will take primary responsibility/ leadership? Who else needs to be involved?	Monitoring (Implementation) What evidence will be collected to document implementation? How often? By whom?	Monitoring (Effectiveness) What evidence will be collected to assess effectiveness? How often? By whom?
Design, plan and implement a schedule of instructional focused parent nights, providing information on academic expectations and strategies for supporting student learning.	Existing	9/2011 – 6/2012	Social Worker, Principal, Assistant Principal, Title 1 Supervisor	Agendas, attendance and notes of Parent Involvement Nights	Surveys of Parent Involvement Nights and increased parent involvement

A Parent Handbook will be designed to communicate home-school policies.	Existing	9/2011 – 6/2012	Social Worker, Principal, Assistant Principal, Title 1 Supervisor	The new Parent Handbook	Parent and teacher feedback
A committee will be established to monitor and plan activities to promote home-school connections including Parent nights and the Parent Handbook.	Existing	9/2011 – 6/2012	Social Worker, Principal, Assistant Principal, Title 1 Supervisor	Committee meeting agendas and notes	Parent and teacher feedback

**2011-2012 School Improvement Plan
Title I Parent Notification Requirements**

Instructions:

Before completing this section, refer to Appendix B in instructions for detailed guidance for fulfilling public school choice requirements.

- (a) Describe the process the school will use to provide parents of each student enrolled in the school with timely written notice regarding the school's identification as a school in need of improvement. The description must demonstrate the use of dissemination strategies that make such information accessible to all parents, and to the extent practicable, is provided in a language that parents can understand.

The Manchester School District prepares letters to parents that detail the each individual school's Adequate Yearly Progress (AYP) status and designation as a School In Need of Improvement. The letter is sent home to families in the mail, and is available on the school website, in the school's office and in the district office. The letter is translated into Spanish and provided to families whose home language is Spanish, which is the second-most common language spoken in the district (English being the first). The letter also includes information about the status of all schools in the district, along with information about No Child Left Behind and Adequate Yearly Progress. The letter also invites parents to communicate directly with the school principal and to become involved with the school.

- (b) If applicable, describe the process the school has developed for parents in the event they wish to request a transfer of their child to another school within the district that is not identified for improvement. If public school choice is not applicable to your school, state "not applicable".

The Manchester School District includes information for parents about School Choice with the letter that is sent home detailing the school's status as a School In Need of Improvement. This information includes a list of schools that are available for School Choice, a fact sheet about the AYP status of available schools, and information about other programs that each School Choice school has available for students. Contact information for the district School Choice Facilitator is also provided. The mailing also includes an application for families to request School Choice, should they elect to do so. Additionally, all information sent home is also posted on the district web site www.mansd.org, and is available in the school's and district office.

- (c) Attach a copy of the parent/teacher notification letter to this application. **Note: Parent Notification letters must have been submitted for approval to the NHDOE prior to June 15, 2011.**

Attached. Wilson School's letter was submitted for approval on May 4th, 2011. A copy of the letter is attached.



MANCHESTER SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT NO. 37
195 McGregor Street, Suite 201, Manchester, NH 03102
Telephone: 603.624.6300 • Fax: 603.624.6337

Thomas J. Brennan, Jr., Ed.D.
Superintendent of Schools

Michael J. Tursi
Assistant Superintendent

Karen G. Burkush
Assistant Superintendent

Karen DeFrancis
Business Administrator

May 23, 2011

Dear Parents / Guardians,

Your child's school – and all schools in the Manchester School District (MSD) – are committed to excellence in education and hold our students to high academic standards.

The purpose of this letter is to inform you that your child's school continues to be identified as a School In Need of Improvement (SINI) under the Federal No Child Left Behind (NCLB) Act of 2001. Wilson School is a SINI Year 6: Restructuring for Reading, and SINI Year 5: Restructuring for Math. This is based on your school's Adequate Yearly Progress (AYP) results as determined by the NH Department of Education (NHDOE). Detailed AYP reports are available at the MSD website: www.mansd.org. On this page, locate the dropdown menu under 'Community' and select 'Accountability Reports'.

Because of your school's SINI status, parents have additional rights and resources available to them. These are made possible by the NCLB Act. This letter is designed to help you understand what the SINI status means, and what resources may be available to you and your child(ren). Included in this letter are the following documents:

Frequently Asked Questions : AYP & NCLB and Frequently Asked Questions: School Choice
Manchester School District Elementary Schools: Adequate Yearly Progress (AYP) Comparison
School Choice Request Form

Your child's school and the District have made and continue to make academic gains. To foster continued growth, the Manchester School District is working closely with each school, parents/guardians, and the community in partnership with the NHDOE to create and revise School Improvement Plans for every SINI school. Each school has a SINI team, comprised of the principal, teachers, and other school and community members. Input from parents/guardians and all school staff members is a crucial part of the planning process, which takes place throughout the school year. Completed plans are then approved by the Principal, District Administrators and the NHDOE prior to the start of the next school year. You are a critical partner in your school's continued improvement, and we are eager to have your involvement and input. Please contact your school's principal, Linda Durand, to learn how you can become a part of your child's school's continued improvement. You are welcome to stop into the office, call 624-6350, or email at ldurand@mansd.org.

Under the guidelines established by NCLB, the School Choice program is available to you and your child(ren). This program gives you the opportunity to transfer your child to a non-Title 1 school if you choose. Available schools for transfer are: Green Acres, Highland-Goffe's Falls, Jewett, Smyth Road, Webster and Weston schools. To apply, complete the enclosed Choice Request form and return to your child's classroom teacher by June 17th or return to the District office by June 24, 2011.

Please review the information in this letter including school performance and program details to determine if School Choice is an option that would be in the best interest of your child. This letter does not require any action from you, and enrollment in any of the programs available, including School Choice, is optional.

Sincerely,

Thomas J. Brennan, Jr., Ed.D.
Superintendent of Schools





Frequently Asked Questions: AYP & NCLB

What is a SINI school?

- Every year, students in grades 3-5 across the state take the NECAP test in Reading and Mathematics. The results of this test are looked at by the NH Department of Education (NHDOE) in different subgroups. Your school must have a certain percentage of students performing at or above grade level on this test. Every subgroup must meet the federal standard for performance. This is called Adequate Yearly Progress (AYP).
- Schools can make AYP in Reading and/or Math and/or as a whole school.
- **Please remember that NECAP scores are only one measure of a school's value. The school's impact on the community, activities, staff, and additional programs, are just a few things that make your school unique and enable your child to succeed.**

Why is our school a SINI school?

- Data has been calculated for all students as well as subgroups of students (i.e., racial and ethnic subgroups, English Language Learners, students with disabilities, and economically disadvantaged students).
- Each school may have certain subgroups that make AYP, while others do not. If even one of these groups does not meet their goal, or performance target, then the school will not have made AYP. Every school's AYP results are unique to that school. For more information and detailed AYP reports, please go to www.mansd.org and click on "District Data Center".

Why is our district a DINI district?

- In the same way that a school is determined to be a SINI school, every subgroup within the District at all grade levels must meet the goal set by the US Department of Education in order for the District to make AYP.
- See the enclosed chart to see what percentage of subgroups made AYP at your child's school, across the district and across the state.

What is being done to improve my child's school and the district?

- Wilson has already implemented enrichment block scheduling to address the individual needs of students.
- School Improvement plans and a District Improvement plan have been developed and are available at our website www.mansd.org or at the schools main office.
- You are a critical partner in improving your child's school and his or her education. Contact your school to see how you can become involved.

What additional resources are available to my child because of NCLB?

NH PARENT INFORMATION RESOURCE CENTER

- Provides free services such as workshops, publications, toolkits, newsletters, tip sheets, and support for parents, schools, districts aimed at increasing parent involvement in children's education.

TITLE 1 INTERVENTIONS

- Additional small group or one on one reading and math help during the school day.

SUPPLEMENTAL EDUCATIONAL SERVICES (SES)

- Free tutoring program for economically disadvantaged families. Services provided outside of the school day by state approved providers. **Please note: This is only available to eligible students attending Title 1 SINI Schools (Your child's current neighborhood school).**

PUBLIC SCHOOL CHOICE

- Gives parents of children attending a Title 1 SINI School the opportunity to transfer their child to a Non-Title 1 School with district provided transportation. **Please note: ALL of Manchester's schools are SINI schools regardless of Title 1 Status.**

Manchester School District Elementary Schools

See our website for more information and links to other resources www.mansd.org

ADEQUATE YEARLY PROGRESS COMPARISON

NAME	Title 1 School	Made AYP Reading	Made AYP Math	SINI / DINI	% of Subgroups or Target Areas that MADE AYP			
					2008	2009	2010	2011
State Average Elementary/Middle Schools (ES/MS)	N/A	No	No	N/A	69%	73%	65%	65%
Manchester School District ES/MS	N/A	No	No	Yes	56%	76%	70%	51%
Bakersville School	Yes	No	No	Yes	78%	83%	90%	55%
Beech Street School	Yes	No	No	Yes	69%	93%	58%	61%
Gossler Park School	Yes	No	No	Yes	43%	100%	89%	63%
Green Acres School	No	No	No	Yes	100%	90%	86%	91%
Hallsville School	Yes	No	No	Yes	90%	76%	89%	90%
Highland-Goffs Falls School	No	No	No	Yes	72%	74%	74%	78%
Jewett School	No	No	No	Yes	70%	61%	93%	67%
McDonough School	Yes	No	No	Yes	48%	81%	79%	66%
Northwest Elementary School	Yes	No	No	Yes	72%	93%	74%	66%
Parker-Varney School	Yes	No	No	Yes	43%	52%	84%	72%
Smyth Road School	No	No	No	Yes	76%	73%	74%	67%
Webster School	No	No	No	Yes	72%	52%	94%	61%
Weston School	No	No	No	Yes	60%	56%	88%	76%
Wilson School	Yes	No	No	Yes	59%	78%	68%	58%

Please note: Federal AYP Standards for 2010 were higher than standards for 2009.

This may have contributed to a decrease or less of an increase for some schools in the percentage of Subgroups that made AYP.

PROGRAM COMPARISON

	Kindergarten	Breakfast Program	Before and/or After-School Program(s)	Additional Services
Bakersville	Full Day	Yes	21st Century, MHRA Latchkey	SES, Title I
Beech Street	Full Day	Yes	21st Century, YOU, After-school Gym	SES, Title I, ELL Magnet Program
Gossler Park	Full Day	Yes	21st Century	SES, Title I
Green Acres	Half Day	No	YMCA, Bus to Boys & Girls Club	
Hallsville	Full day	Yes	21st Century, Girls Start (K & 1st)	SES, Title I
Highland-Goffe's Falls	Half Day	Yes	Boys & Girls Club (at the School)	
Jewett School	Half Day	Yes	Bus to Boys & Girls club	
McDonough	Full Day	Yes	21st Century	SES, Title I
Northwest	Full Day	Yes	Alphabits, Bus to Boys & Girls Club, New Morning, Bus to St. Marie's CCC, Girls Inc.	SES, Title I
Parker-Varney	Full Day	Yes	New Morning, City Year Program	SES, Title I
Smyth Road	Half Day	No	New Morning	
Webster	Both	Yes	YMCA Before/After School Program	
Weston	Full Day	Yes	YMCA Before/After School Program	
Wilson	Full Day	Yes	21st Century, YOU, Bus to Boys & Girls Club, Girls Inc.	SES, Title I, Read 180

All schools in our district participate in the Free and Reduced Lunch program, and offer English Language and Special Education services.



Frequently Asked Questions: School Choice

Do I have to transfer my child to another school?

No. We are providing parents with this opportunity as an option. The decision is entirely up to you, so you should base your decision on what you think is best for your child.

If I do NOT have my child transfer, are there any additional services available to my child?

Yes! Ask your child's school about Title 1 Interventions for Reading and Math to see if this could be a good fit for your child. Also, your child could be eligible for free tutoring through Supplemental Educational Services (SES). Eligible families will receive a packet of information after October 1st, with the first progress report of the school year.

If I have my child transfer, what services may NOT be provided at the accepting schools?

Title I intervention services for reading and mathematics and 21st Century after-school programs are not available at the non-Title I schools. Some schools may only offer half-day kindergarten. Supplemental Educational Services (SES) or Free Tutoring is only available at your child's current school for eligible students. (Please see previous page for services offered at all elementary schools.)

Is transportation provided?

Yes! If your child is granted a School Choice transfer and is eligible for transportation according to the district's transportation policy, your child can have bus transportation to the Choice school. Transportation is provided to Kindergarten students who transfer through School Choice.

If one of my children has been transferred through School Choice, can all of my children attend that Choice School?

You must submit an application for each child when they are of age to attend school in Manchester. Please indicate on your application the name and school of children who have already transferred through School Choice.

Please note: Every effort is made to keep siblings at the same school.

When will I be notified about what school my child can attend in the fall?

Every effort is made to notify you before the start of school. Families will be notified by mail or phone. It will be posted on the School Choice website once acceptance letters have been mailed.

Must my child stay at the Choice school?

Your child may transfer back to his or her neighborhood school. Please keep in mind that transferring schools can disrupt your child's education and learning.

How do I apply?

Complete the enclosed School Choice Request Form and return by **JUNE 17, 2011**
to your child's classroom teacher

OR

mail by **JUNE 24, 2011** to
Manchester School District
ATTN: Jessica Provencher
195 McGregor St, Suite 201
Manchester, NH 03102



School Choice

The School Choice program enables parents of children attending a Title 1 school In Need of Improvement to transfer their child to a non-Title 1 school. The Manchester School District will provide transportation to students who are granted School Choice transfers if requested. This includes Kindergarten students.



Please note: In Manchester, all schools are Schools In Need of Improvement (SINI). Please refer to the rest of this letter and the district website www.mansd.org for more info.

Choice Transfer Schools:

Green Acres School	100 Aurore Ave.
Highland-Goffe's Falls	2021 Goffe's Falls Rd.
Jewett School	130 S. Jewett St.
Smyth Road School	245 Bruce Rd
Webster School	2519 Elm St.
Weston School	1056 Hanover St.

These are the ONLY schools eligible for your child to transfer to through this program.

Parents,

Please visit the NH Parent Information Resource Center's website for more information about No Child Left Behind, your rights and how to make the best choice for your student:

<http://nhpirc.org/NCLB.shtml>

Informational Videos about Choice and AYP available at www.mansd.org

Steps to enroll:

1. Review performance and program offerings of Choice Transfer Schools.
2. Determine possible impact of a transfer on your child.
3. Complete back of this form.
4. Return form by **June 17, 2011** to
 - A. Your Child's Classroom TeacherOR by **June 24, 2011** to
 - B. Manchester School District
ATTN: Jessica Provencher
195 McGregor St, Suite 201
Manchester, NH 03102



Please review this entire letter and our website before deciding to request School Choice.

Frequently Asked Questions (FAQ) available in this letter!

Approximate program timeline:

School Choice Applications Due	June 17, 2011 (to school) OR June 24, 2011 (to District Office)
School Choice Decisions Mailed	July 15, 2011 (approx)

If granted a School Choice Transfer, Parents/Guardians will be required to sign and return a Rights and Responsibilities notice before transportation and transfer will be approved.

Transportation requests require at least 3 business days to process.

Parent Panel Discussion!

Will be aired on Manchester Public TV: Ch 16, 22 and 23

**During the week of May 23rd
Hear feedback from
other parents!**



MANCHESTER SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT NO. 37

**DO NOT COMPLETE IF YOU WISH
YOUR CHILD TO STAY AT
HIS OR HER SCHOOL**

SCHOOL CHOICE REQUEST FORM

I request that my child be transferred to a designated school for 2011-2012 school year.

Child's Name _____ Grade in Sept 2011 _____

Is your child registered at a Manchester School? Yes _____ No _____

If so, what school: _____

Parent/Guardian Name(s) _____

Complete Address _____

Home Phone _____ Cell Phone _____

Email _____

Does your child have siblings who should also be considered for School Choice? Yes _____ No _____

If yes, please list:

Name: _____ Grade: _____ Registered at what school: _____

Name: _____ Grade: _____ Registered at what school: _____

Name: _____ Grade: _____ Registered at what school: _____

CHOICE Schools*:

- _____ Green Acres School
- _____ Highland-Goffe's Falls
- _____ Jewett School
- _____ Smyth Road School
- _____ Webster School
- _____ Weston School

**Please indicate your
preferences by
numbering the
schools 1 to 6 .
1 being your first
choice**

Bus transportation needed: Yes _____ No _____

My child currently receives the following student services**:

ELL (English Language Services) _____ Special Ed _____

***This information will not affect your child's eligibility for School Choice.*

*It will help us to ensure that your child(ren) receive the services they need if they participate in School Choice.***

Comments: _____

**Forms must be returned to your child's classroom teacher by JUNE 17, 2011
or the District Office by JUNE 24, 2011**

Manchester School District Attn: Jessica Provencher, 195 McGregor St, Suite 201, Manchester, NH 03102

FOR OFFICE USE ONLY

Choice School Granted: _____

Bus: Y / N

Signed R&R Returned: _____

Details: _____